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ABSTRACT

Some 2,200 people assembled in seventy-six community meetings across North Carolina were surveyed on overall program goals of the 1978 State Plan for Vocational Education. Following a half-hour informative television program on vocational education activities and roles, opinions were ascertained on goals affecting North Carolina public schools, community colleges, and technical institutions. No hard data was obtained on participants' race or sex. Approximately 31% of the participants were local advisory committee (LAC) members; this population is known to be overrepresented by white males. Participants were asked to rank order eleven goals; data analysis revealed that the two top-rated goals were (1) to improve local planning to make program offerings correspond to the job market and to student interests and (2) to expand vocational guidance and job placement services. The issue of eliminating sex/racial bias in vocational education received a reasonably uniform response rate, indicating low importance perceived. (CSS)

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FORUM '78

A REPORT OF THE 1978 VOCATIONAL EDUCATION FORUM

CONDUCTED BY

THE NORTH CAROLINA ADVISORY COUNCIL

ON EDUCATION

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ADOPTED BY

THE COUNCIL

AUGUST 18, 1978

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TABLE OF CONTENTS

LIST OF TABLES. ii

LIST OF FIGURES iii

ACKNOWLEDGEMENTS. iv

PREFACE vi

INTRODUCTION. 1

DATA ANALYSIS 6

DISCUSSION 15

A CONCLUDING COMMENT. 18

APPENDICES. 21

APPENDIX A: Participant Questionnaire. 22

APPENDIX B: Discussion of Comments and Suggestions Regarding Goals . . . 25

APPENDIX C: Map of FOR'M Meeting Locations 32

APPENDIX D: Discussion Leader's Report 34

LIST OF TABLES

TABLE		PAGE
1	Analysis of Returns	2
2	Meeting Sites by District	3
3	Analysis of Participation by Local Advisory Committees	3
4	Meetings with Local Advisory Committee Member as Discussion Leader	4
5	Parents of Public School and/or Community College Students	4
6	Summary of Attendance by Categories	5

LIST OF FIGURES

Figure		Page
1	Overall Mean Rank of All Goals	7
2	Mean Rankings for the Goals as State Issues.	8
3	Mean Rankings for the Goals as Local Issues.	10
4	Compared Responses of Four Groups.	12
5	Variation Between Average High Rank and Average Low Rank for State Goals	14

ACKNOWLEDGEMENTS

This year for the first time, The Council attempted to contact advisory committees representing each Local Education Agency (LEA) and each Community College System institution, to ask their assistance with the FORUM. Not all of these school units were found to have active advisory committees, and some of the active local advisory committees chose not to participate in the FORUM. However, the data shows that local advisory committees (LACs) were actively involved in more than 69 percent of the FORUM meetings.[1]

The North Carolina Advisory Council on Education, hereafter called "The Council" wishes to thank all of the LAC members, as well as officials of education institutions at all levels throughout the State, who assisted with the '78 FORUM. Through the leadership and initiative which these many people demonstrated in arranging and conducting meetings in their home communities, the cause of vocational education in North Carolina has been advanced.

Special acknowledgement must be given the State Board of Education for having endorsed the '78 FORUM at its February, 1978 meeting. Also, the two principal participants in the FORUM television program were Dr. A. Craig Phillips, Superintendent of Public Instruction; and Dr. Ben Fountain, then President of the Department of Community Colleges. The Council wishes to thank the State Board, as well as Dr. Fountain and Dr. Phillips, for their assistance.

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[1]See Table 4, p. 4.

The Council also gratefully acknowledges the assistance of the agencies and organizations which assisted with arranging and conducting the FORUM:

The North Carolina Vocational Association

The Division of Occupational Education, North Carolina Department of Community Colleges

The Division of Vocational Education, North Carolina Department of Public Instruction.

PREFACE

An important factor in the report of any survey is the make-up of the respondent group--in other words, just who was it that was asked for the information? There is a danger that the report may not be a good representation of public opinion on the subject because the people who furnished the information were biased about that subject.

This survey asked questions about the overall program goals in the State Plan for Vocational Education, some of which commit the State to the elimination of sex and racial bias in vocational programs. These particular goals were ranked very low in importance (compared to the other goals in the Plan) by the FORUM participants. If the FORUM audience was biased on these subjects, or if the audience contained an overrepresentation of people who are not likely to suffer the effects of sex or racial bias, then the information in this report may not be a true representation of the public's feelings on these issues.

No hard data is available about the race and/or sex balance of the population that participated in the 1978 Vocational Education FORUM. Inferences can be made about it on the basis of experience with previous FORUMs, and through the use of information from other research conducted by The Council:

1. More is known about the 1977 FORUM audience (last year) than for any other year. Last year, 57.5 percent of the audience was male and 42.5 percent was female. Approximately 82 percent of the participants were parents, with fathers outnumbering mothers by approximately 3 to 2 (60 percent to 40 percent). No attempt

has ever been made to establish the racial composition of participants in a Vocational Education FORUM, so no inference can be made in this regard. No serious deviation from the racial composition of the general population is known to have occurred in any previous FORUM.

2. Approximately thirty-one percent (31%) of the 1978 FORUM participants were members of local advisory committees (LACs).[2] The Council recently conducted a study to obtain a profile of the LAC members from both public-school and community-college levels. This study established that the race/sex composition of LACs is a great deal different from the general population.[3] Nearly 90 percent of LAC members at the post-secondary level are white (70 percent male and 20 percent female). The same situation exists at the public-school level, where more than 68 percent of LAC members are white males and 20 percent are white females. This contrasts with the composition of the general population which is approximately 37.5 percent white males and 39.1 percent white females. Thus, it is known that a third (31%) of the FORUM participants came from a population (LACs) which is heavily overrepresented by white males.

3. In last year's FORUM, it was found that 74.2 percent of the respondents thought there was equal opportunity for males and females to enroll in public school occupational education courses,

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[2] See Table 3, p. 3.

[3] Further information about this study is available from The Council.

and 58.9 percent thought equal opportunity for both sexes existed in the Community College System (a clear majority in either case). This year the same issue (sex bias/sex role stereotyping) was presented as a goal rather than as a "prominent issue," and its apparent popularity was down considerably. True and complete public opinion on this topic should not be confused with the rank it received when compared with the other goals in the '78 State Plan.

One further cautionary note must be added. This survey asked people, most of whom were probably unfamiliar with the State Plan for Vocational Education, to rank the program goals spelled out in the Plan in order of their importance. Most of the people who responded probably did not know how much the goal statements were influenced by what the State Board of Education must do to comply with legislation, or what the Board has committed itself to do in addition to what is required by law. And, educational objectives are sometimes evident in policy guidelines or in administrative procedures, but these particular ones are stated as program goals. The respondents probably would have felt differently about the goals if they had known more about the State Plan and the process through which it is developed.

Nevertheless, the information in this report is timely. Ordinary citizens have never been asked very much about Vocational Education goals before, and the asking has uncovered considerable information about the popularity and acceptance of present goals.

The public's response to questions about these goals also provides insight into the findings of last year's FORUM. For example, last year the FORUM established that many people probably have an inaccurate conception of the nature, purpose, and programs of the Community College System; and that many of our State's citizens felt the need of more comprehensive vocational education programs in the public schools.[4] This year, "improve local planning" was consistently ranked the most important goal, both for the state and for local systems. It appears that last year's concerns are still present; but because a different set of questions was asked, these concerns are now worded differently.

The Council is concerned for improving vocational education programs, wherever situations are found that need to be improved. In that spirit, and with the pledge of full cooperation with the State Board of Education whenever we might be of assistance, we offer this Report.

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[4] The Public Responds to Vocational Education Issues. Report of the 1977 Vocational Education FORUM Conducted by the State Advisory Council on Vocational Education. Raleigh, NC: The Council, June 1977.

INTRODUCTION

At 7:30 on the evening of February 16, 1978, some 2200 people met to devote their attention to the vocational education programs that are available in North Carolina's public schools, community colleges, and technical institutes. Rather than attending one big meeting, however, these people assembled in 76 different communities all across the State.[5] This series of meetings was the fifth Annual Vocational Education Television FORUM conducted by The Council. Information about the people who were involved in these meetings, the things they said, and the places they met, is summarized in this Report.

People who attended the FORUM had the opportunity to return questionnaires to The State Advisory Council as a means of expressing their views about the broad goals included in the 1978 State Plan for Vocational Education. Additional information was obtained through reports turned in by the Discussion Leaders who presided at the FORUM meetings. Data about attendance at FORUM meetings, meeting sites, and extent of participation by various constituent groups is summarized in Tables 1-6, pp. 2-5. The extent to which the FORUM meetings "covered" the State can be judged from the Map of FORUM meeting locations, Appendix C.

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[5]This Report is derived from information returned from 72 different meetings, attended by a total of 2013 people. Information from four additional meetings was received too late to be included.

TABLE 1

ANALYSIS OF RETURNS

Dist.	No. Mtgs.	Attendance	Average Attendance	No. Qs[a] Returned by Deadline	% of Return	No. Qs Usable	% of Qs Usable
1	2 (3)	73 (85)	36.5	66	90.4%	47	71.2%
2	8 (9)	361 (384)	45.1	158	43.8%	115	72.8%
3	11	370	33.6	253	68.4%	220	87.0%
4	9 (10)	207 (235)	23.0	188	90.8%	145	77.1%
5	16	377 (477)[b]	23.6	325	86.2%	275	84.6%
6	7	122	17.4	92	75.4%	77	83.7%
7	12[c] (13)	225 (239)	18.9	196	87.1%	171	87.2%
8	7	278	39.7	161	57.9%	138	85.7%
Total	72 (76)	2013 (2190)	28.0	1439	71.5%	1188	82.6%

Numbers in parentheses include meetings from which reports were returned too late to be keypunched.

[a]Abbreviation for "questionnaire."

[b]Includes 100 documented instances where people watched the program individually in their homes and returned questionnaires, but did not attend a meeting.

[c]Discussion Leader's report not returned from one meeting.

TABLE 2

MEETING SITES BY DISTRICT

Sites	Districts								Total
	1	2	3	4	5	6	7	8	
Public School	0	5	4	7	11	3	8	3	41
Community College	0	1	1	1	2	1	0	1	7
Technical Institute	1	2	3	1	1	0	0	3	11
Home	1	0	1	0	1	0	2	0	5
Other	0	0	2	0	0	3	1	0	6
Unknown	0	0	0	0	1	0	1	0	2
Totals	2	8	11	9	16	7	12	7	72

TABLE 3

ANALYSIS OF PARTICIPATION
BY LOCAL ADVISORY COMMITTEES

Local Advisory Committee Members:			451	(31.3%)
Public School	246	(54.5%)		
Community College/Technical Institute	140	(31.0%)		
Both Public School and CC/TI	32	(7.1%)		
Not Specified	33	(7.3%)		
Non-Advisory Committee Members			940	(65.3%)
Not Specified			48	(7.3%)
Total			1,439	

TABLE 4

MEETINGS WITH LOCAL ADVISORY COMMITTEE
MEMBER AS DISCUSSION LEADER*

	Districts								Total
	1	2	3	4	5	6	7	8	
No. of Meetings	2	8	11	9	16	7	12	7	72
No. Led by A.C. Member	2	5	7	7	14	6	5	4	50
Totals	100%	62.5%	63.6%	77.8%	87.5%	85.7%	41.7%	57.1%	69.4%

*No instance of a Community College Advisory Committee member serving as Discussion Leader was reported; however, a total of eleven (11) meetings were led by someone who was a member of both a community college advisory committee and a public-school advisory committee. The number of meetings that may have been served by Co-leaders is not known.

TABLE 5

PARENTS OF PUBLIC SCHOOL AND/OR COMMUNITY COLLEGE STUDENTS

		Parent of Public School Student?		
		Yes	No	Total
Parent of Community College Student?	Yes	44 (3.1%)	18 (1.2%)	62 (4.3%)
	No	539 (37.5%)	782 (54.3%)	1321 (91.8%)
	Total	583 (40.6%)	800 (55.5%)	1383 (96.1%)
			No Reply	56 (3.9%)
				1439 (100%)

TABLE 6

SUMMARY OF ATTENDANCE BY CATEGORIES

CATEGORY / DISTRICT FREQUENCY PERCENT ROW PCT COL PCT	1	2	3	4	5	6	7	8	TOTAL
1.P.S. EDUCATOR	24 1.19 3.17 32.88	117 5.81 15.44 32.41	116 5.76 15.30 31.35	104 5.17 13.72 50.24	168 8.35 22.16 44.56	37 1.84 4.88 30.33	117 5.81 15.44 52.00	75 3.73 9.89 26.98	758 37.66
2.CC/TI EDUCATOR	7 0.35 1.80 9.59	76 3.78 19.54 21.05	112 5.56 28.79 30.27	14 0.70 3.60 6.76	73 3.63 18.77 19.36	24 1.19 6.17 19.67	18 0.89 4.63 8.00	65 3.23 16.71 23.38	389 19.32
3.CC/TI STUDENTS	3 0.15 5.56 4.11	15 0.75 27.78 4.16	17 0.84 31.48 4.59	0 0.00 0.00 0.00	9 0.45 16.67 2.39	0 0.00 0.00 0.00	0 0.00 0.00 0.00	10 0.50 18.52 3.60	54 2.68
4.P.S. STUDENTS	10 0.50 6.85 13.70	40 1.99 27.40 11.08	20 0.99 13.70 5.41	9 0.45 6.16 4.35	22 1.09 15.07 5.84	7 0.35 4.79 5.74	20 0.99 13.70 8.89	18 0.89 12.33 6.47	146 7.25
5.OTHERS	29 1.44 4.35 39.73	113 5.61 16.97 31.30	105 5.22 15.77 28.38	80 3.97 12.01 38.65	105 5.22 15.77 27.85	54 2.68 8.11 44.26	70 3.48 10.51 31.11	110 5.46 16.52 39.57	666 33.08
TOTAL	73 3.63	361 17.93	370 18.38	207 10.28	377 18.73	122 6.06	225 11.18	278 13.81	2013 100.00

DATA ANALYSIS

Questionnaires were pre-coded for keypunching.[6] All questionnaires that were returned were keypunched. In order to sort out unmeaningful responses, the data analysis program disregarded responses (individual questionnaires) for which (a) none of the goals were ranked or (b) tie ranks occurred for any of the four items marked most important (ranks of "1," "2," "3," or "4"). This eliminated responses where no clear indication of preference among the "most important" goals was made, although it did allow inclusion of responses which did not clearly delineate ranks among the "less important" goals. This method offered the advantage of including responses where only the four or five most important goals were ranked and the remaining items were not completed.

Mean ranks were calculated for each goal, by educational district, for both State and local levels. These mean ranks clearly identified relative importance for the eleven goals.

Figure 1 (Overall Mean Rank of all Goals) shows relative importance attached to the goals in terms of State planning. Clearly, "local planning" and "vocational guidance and job placement" are the most important issues to the people who furnished this information.

Figure 2 (Mean Rankings for the Goals as State Issues) provides a comparison of the reactions to these State goals in the eight educational districts.

Several characteristics prevail in this data. They are well illustrated, especially in Figure 2.

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[6] See Appendix A for a copy of the FORUM questionnaire.

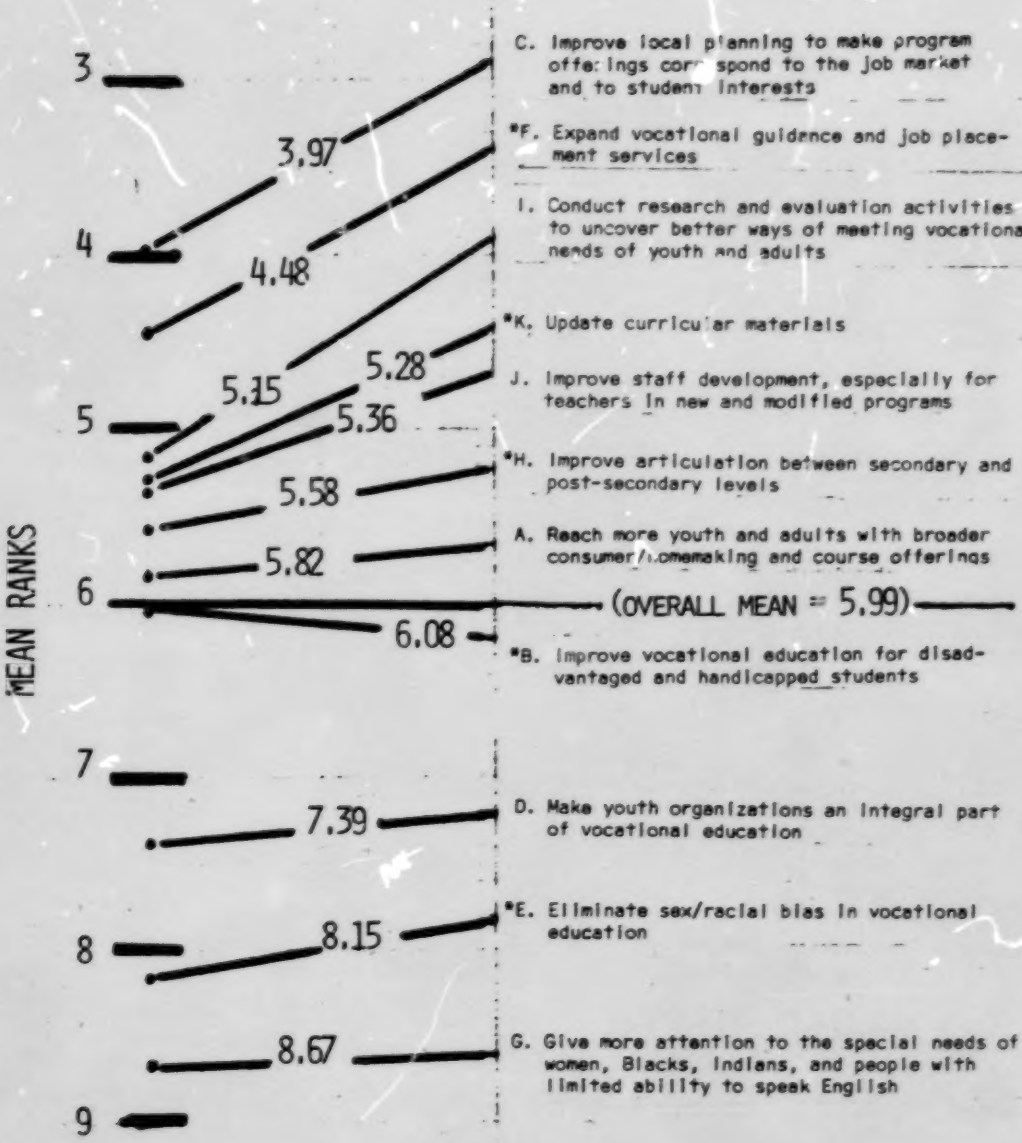

MEAN RANKS
3
4
5
6
7
8
9
3.97
4.48
5.15
5.28
5.36
5.58
5.82
6.08
7.39
8.15
8.67
(OVERALL MEAN = 5.99)
C. Improve local planning to make program offerings correspond to the job market and to student interests
*F. Expand vocational guidance and job placement services
I. Conduct research and evaluation activities to uncover better ways of meeting vocational needs of youth and adults
*K. Update curricular materials
J. Improve staff development, especially for teachers in new and modified programs
*H. Improve articulation between secondary and post-secondary levels
A. Reach more youth and adults with broader consumer/homemaking and course offerings
*B. Improve vocational education for disadvantaged and handicapped students
D. Make youth organizations an integral part of vocational education
*E. Eliminate sex/racial bias in vocational education
G. Give more attention to the special needs of women, Blacks, Indians, and people with limited ability to speak English

Figure 1. Overall Mean Rank of All Goals

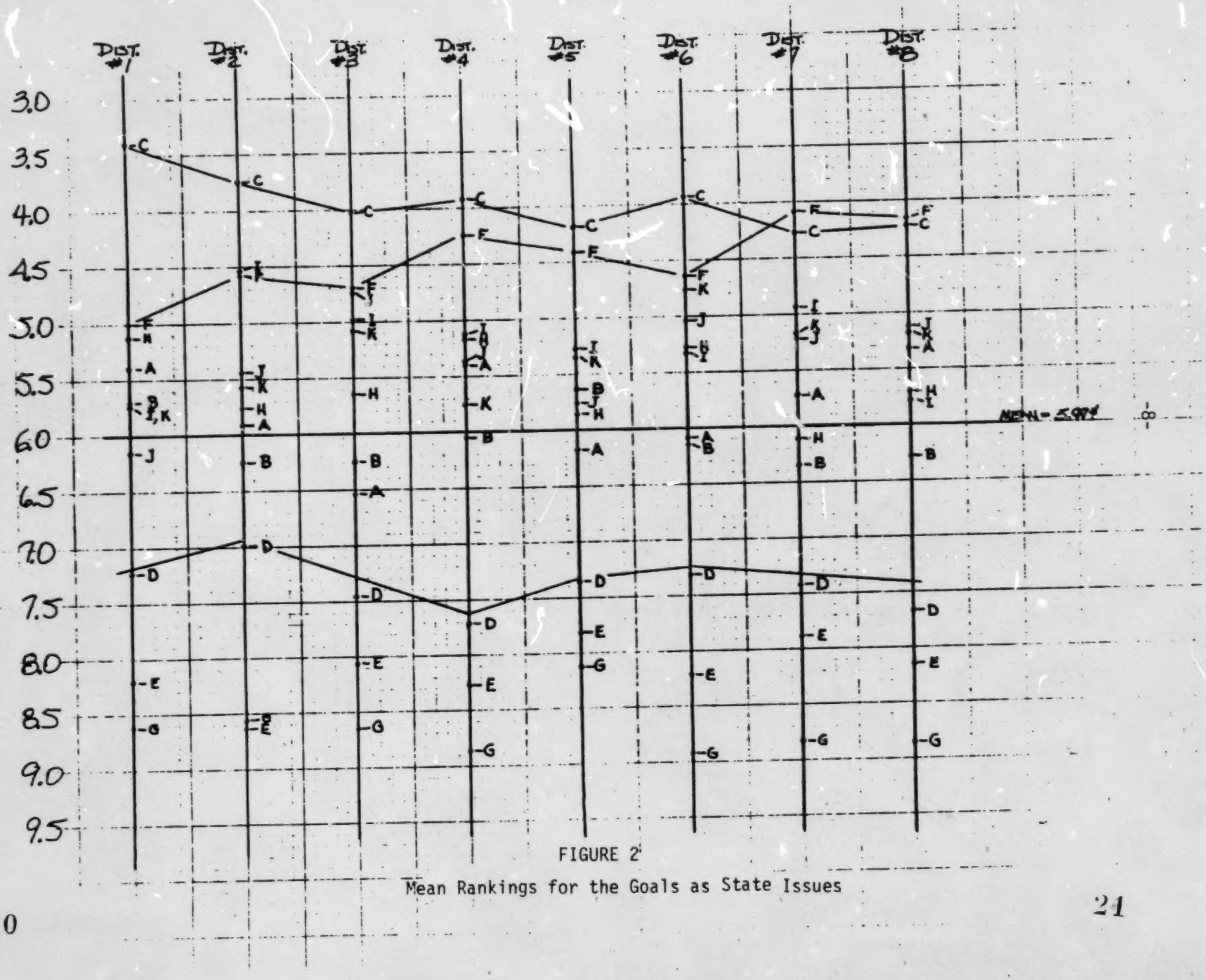


FIGURE 2

Mean Rankings for the Goals as State Issues

1. The same two goals, "C" and "F," are consistently ranked most important, except for District 2 where Goal "I" was rated slightly more important than Goal "F."
2. The same three goals are consistently ranked least important, by a substantial margin.
3. There is clearly an indication of regional differences regarding the importance of the goals.

Figure 3 (Mean Rankings for the Goals as Local Issues) shows how the eleven goals are viewed in terms of local planning in each of the eight districts. The preferences indicated for State goals in Figure 2 are almost entirely repeated in Figure 3. However, Figure 3 illustrates at least two additional characteristics of this data that are important in a local sense.

1. With the exception of District 5, the range from "least important" to "most important" is greater for local situations. Thus, there seems to be less agreement about the importance of the goals as statewide issues, and more agreement about which goals are most important in a local sense.
2. The five goals that characterize the middle of the range on both figures (A, B, H, I, and J) are consistently clustered closer to the mean in Figure 3 (local) than in Figure 2 (State). This intensifies the effect noted in No. 1 above because it widens the separation between items at the ends of the scale and items that are in the middle of the range.

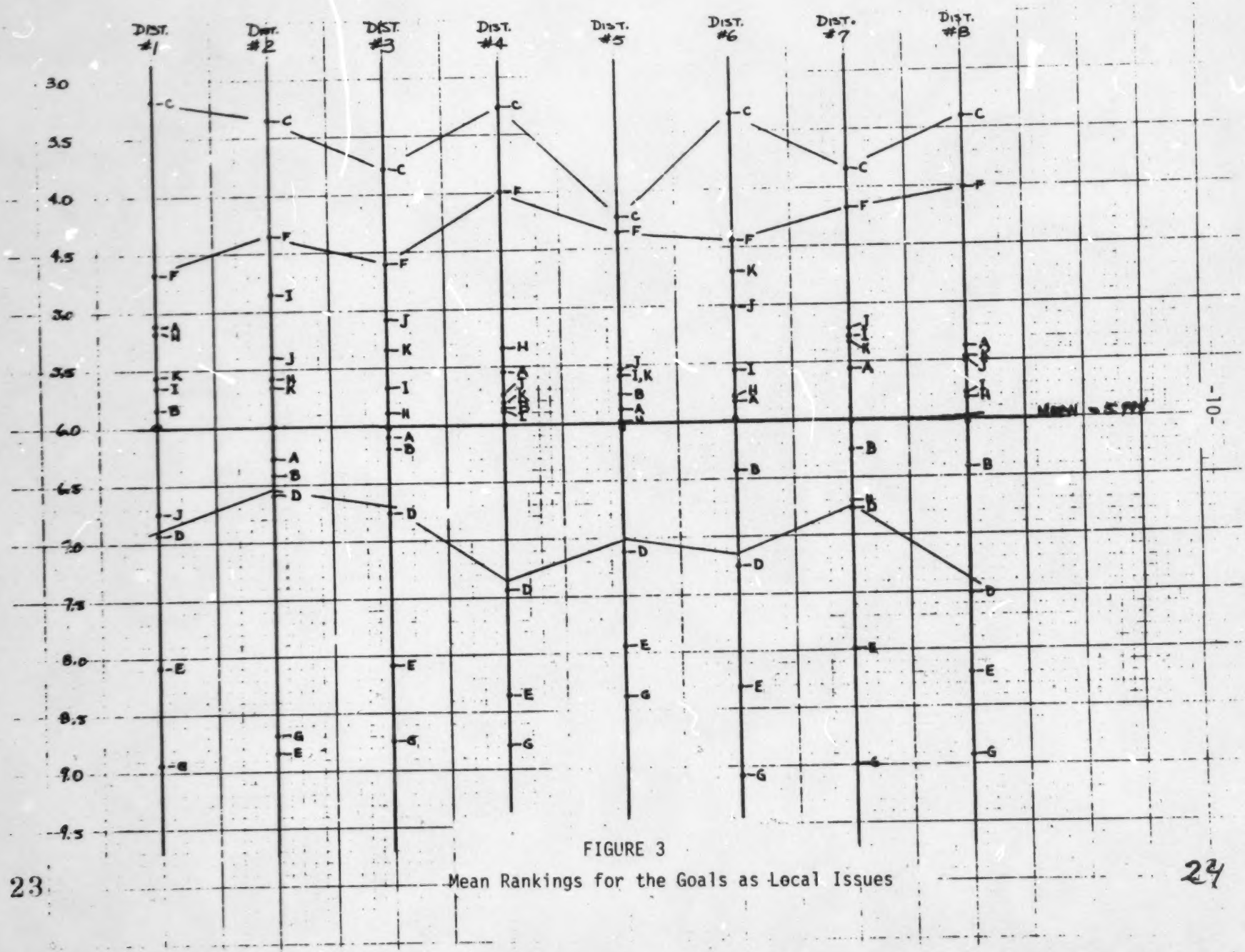


FIGURE 3

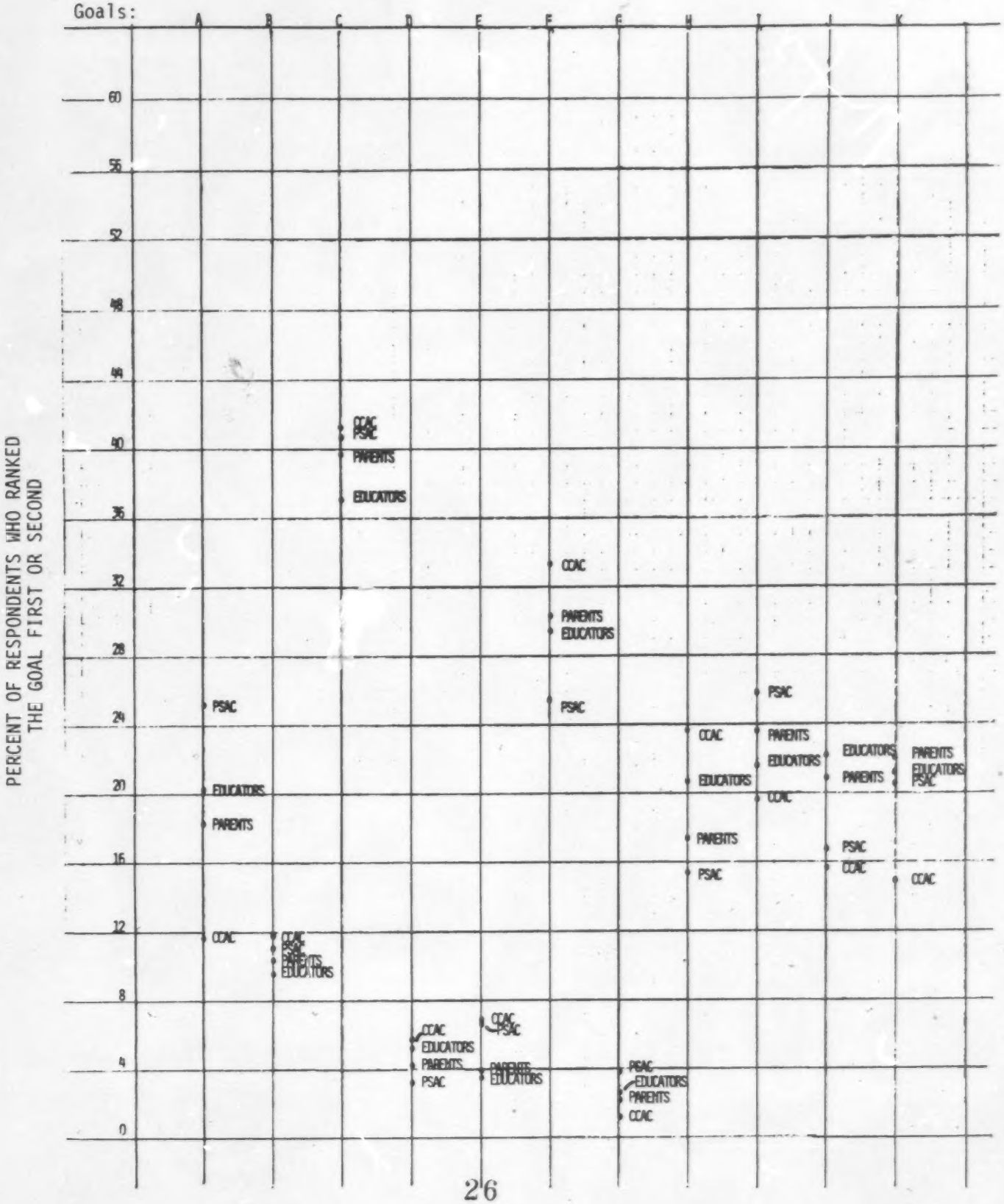
Mean Rankings for the Goals as Local Issues

The mean ranks illustrated in Figures 2 and 3 show the relative preference for the various goals among the FORUM participants. It was also important to identify and display "special" viewpoints in the responses. The combined percentage of respondents from various groups who ranked each goal first or second was chosen to illustrate these effects (see Figure 4). The groups whose viewpoints were compared were:

1. Public School Advisory Council Members (PSAC)
2. Community college/technical institute advisory council members (CCAC)
3. Parents
4. Educators

FIGURE 4

COMPARED RESPONSES OF FOUR GROUPS



Patterns of responses from the four groups were very similar to the overall responses. There was very strong agreement on the rank assigned to certain goals; notably, "B," "D," "E," and "G," with a spread of less than four percentage points among the four groups. Curiously, these were the four lowest ranked goals. Agreement on the importance of Goal "C" (planning) was also strong, with less than five percent spread among the four groups.

The four groups showed least agreement in regard to Goal "A" (reach more youth and adults...), where more than thirteen percentage points separated the strong preference of public school advisory council members from the lesser preference of community college advisory council members. There was also some difference (approximately 8 percent) between these same two groups regarding Goals "F" (guidance and counseling) and "H" (articulation). Stronger preference regarding Goals "F" and "H" was expressed by those representing community colleges.

Educators' and parents' responses were most consistently equal, never being more than four percentage points apart for any of the eleven goals. The greatest spread between these two groups appeared in regard to Goal "H" (articulation) with educators showing a slightly stronger preference for the goal.

Parents showed strongest preference for only one goal, Goal "K" (update curricular materials). Similarly, educators showed strongest preference for only one goal, Goal "J" (improve staff development).

More information about the extent of agreement regarding the goals is presented in Figure 5. Of special interest is the regionality evident in the ranks assigned to the goals.

FIGURE 5

VARIATION BETWEEN AVERAGE HIGH RANK AND AVERAGE LOW RANK FOR STATE GOALS

	Goal	High Rank	& District	Low Rank	& District	Difference	Comment/Conclusion
A.	Reach more youth and adults with broader consumer/homemaking and course offerings	5.31	Dist. 8	6.53	Dist. 3	1.22	Fairly strong need for staff development seen all across the State, but great variation in in the amount of need seen among the educational districts.
B.	Improve vocational education for disadvantaged and handicapped students	5.63	Dist. 5	6.35	Dist. 7	.72	Greatest uniformity of agreement about the rank that should be assigned.
C.	Improve local planning to make program offerings correspond to the job market and to student interests	3.40	Dist. 1	4.27	Dist. 7	.87	Greatest need perceived for this item (highest rank). Also, high degree of agreement as to what the rank should be.
D.	Make youth organizations an integral part of vocational education	6.98	Dist. 2	7.71	Dist. 4	.73	Ranks considerably below average. 2nd greatest uniformity of agreement.
E.	Eliminate sex/racial bias in vocational education	7.81	Dist. 5	8.62	Dist. 2	.81	Low importance perceived. Reasonably uniform.
F.	Expand vocational guidance and job placement services	4.09	Dist. 7	5.00	Dist. 1	.91	High importance perceived. Reasonably uniform.
G.	Give more attention to the special needs of women, Blacks, Indians, and people with limited ability to speak English	8.12	Dist. 5	8.92	Dist. 6	.80	Lowest average rank. Reasonably uniform.
H.	Improve articulation between secondary and post-secondary levels	5.13	Dist. 1	6.11	Dist. 7	.98	Fairly strong, fairly uniform need perceived. Differences by district, although this items ranks below the overall mean only in District 7.
I.	Conduct research and evaluation activities to uncover better ways of meeting vocational needs of youth and adults	4.54	Dist. 2	5.78	Dist. 8	1.24	High emphasis desired for this goal (never lower than the overall mean in any district). Perceived importance varies in districts.
J.	Improve staff development, especially for teachers in new and modified programs	4.73	Dist. 3	6.16	Dist. 1	1.63	High emphasis desired for this goal (lower than the overall mean only in Dist. 1). Greatest variation in rank of all eleven goals.
K.	Update curricular materials	4.76	Dist. 6	5.76	Dist. 4	1.00	High emphasis desired for this goal. Average for this item was above the overall mean in all districts.

DISCUSSION

It would be especially easy to "read" invalid conclusions and erroneous assumptions into this report, for two principal reasons:

1. There is an "unknown quantity" regarding the participants who supplied the information (see "Preface," p. vi - ix).
2. The request to rank the goals was made "point blank" of people who probably did not realize that other goals could be as acceptable as those presented, even though the respondents were asked to write down other goals which they thought would be more important than any of the ones that were listed (see the discussion of suggested goals, Appendix "B"). The respondents may have assumed several things that would have influenced their responses, such as (a) the goals on the list were derived through a formal, exhaustive process and proven to be valid; (b) the goals on the list were the only goals the State had committed itself to; (c) the number of goals listed (11) was necessary, required, or preferable for some other reason. Such assumptions would have led to accepting all of the goals that were listed rather than questioning them.

Notwithstanding these limitations, these data appear to support several conclusions:

1. In all eight educational districts, there was the same typical pattern of importance attached to the goals "for the state:" Goals "C" and "F" were clearly at the top of the scale, followed by Goals "A," "B," "H," "I," "J," and "K" clustered near the mean, with Goals "D," "E," and "G" ranked far below the mean

(see Figure 2). Of the six goals that were clustered in the middle of the range, only "I" and "K" were above the mean in all eight districts.

2. The eleven goal statements probably do not communicate equally broad concepts. Thus, the usual reaction to them may have been to conceptualize some of the goals (those that seemed narrower in scope) within others. For example, goal "C" was clearly judged much more important than any of the others. Inasmuch as goal "C" deals with the improvement of planning, and all of the other goals could be encompassed under the broad heading of "planning," perhaps there was a tendency to disregard or subconsciously lower the importance of the other goals on the assumption that proper planning would give all of the goals their due emphasis.
3. "Vocational guidance and job placement" is clearly very important in the public's perception of "vocational education." Whether the respondents saw guidance and placement as a worthwhile goal that should be endorsed or as a problem area that should be improved, its popularity among the other ten goal statements cannot be denied.
4. Distinctly different degrees of importance were found in the eight educational districts regarding the six goals "clustered" in the middle of the range. None of these six goals received the same mean ranking in any two districts, either as a "state" issue or as a "local" issue. Further, within each district there was

a different order of importance for the goals as "local" and as "state" issues. This regional difference, which actually was quite extensive, might be missed in a casual examination of the figures and tables.

5. An interesting possibility regarding the eleven goal statements is that some of the objectives evident in them may be more acceptable or more appropriate if presented in some other form, such as policy statements or administrative guidelines. This pertains especially to the three goals ("D," "E," and "G") which were consistently ranked lowest in this survey. The data in no way support a conclusion that the objectives evident in the goals were judged unimportant. But, when compared to the other goals in the list, these three were judged less important by the respondents.

A CONCLUDING COMMENT

The FORUM is conducted annually. It is always devoted to the broad topic of vocational education. Certain recurring issues have begun to characterize the responses and opinions which The Council receives through the FORUM. These recurring issues (planning, articulation, and guidance) are especially important this year because the FORUM centered on the program goals identified in the 1978 State Plan for Vocational Education. The FORUM provided a great deal of information about how well these goals are accepted by the people of our State, and especially about which goals our people think are most important.

The FORUM questionnaire asked people to rank the goals in order of importance. If done properly, ranking a series of items naturally results in varying degrees of importance, or preference, for the items. However, ranking would not necessarily result in the phenomenon that characterizes this data -- the overwhelming importance attached to Goal "C" (and to a slightly lesser extent, Goal "F"), and the unmistakable trend to rank Goals "D," "E," and "G" least important of the eleven that were listed.

Further investigation should be undertaken, before any future State Plan is published, to determine if:

1. Some of the goals in the Plan are more acceptable (or less acceptable) because of the way they are stated.
2. Other goals would be more acceptable, or if the ideals reflected in the goals would be more acceptable in another form such as policy statements or administrative guidelines.
3. Present goals would be more acceptable if they were more clearly prioritized, perhaps under a system that allocated funds in accordance with each goal's importance.

4. The public believes the goals are suitably directed toward known needs.
5. Present goal statements accurately reflect the programs and priorities that actually characterize vocational education in our State.
6. People resent some of the present goal statements because they think the goals are included in the 1978 Plan only to meet federal compliance requirements, and that the goals do not really reflect local (or state) program needs.

Goal statements in the State Plan identify what we hope to accomplish in vocational education during that year, and reflect certain important areas in which we have intensified our efforts from previous years. It is essential that these goal statements be in keeping with public preference and with the public image we hope to build for vocational education, because the "backbone" of public education is public confidence that programs and resources are appropriately directed toward needs that really exist in contemporary society. Some of the needs that are presently high in the public's awareness include:

1. The dual theme of "Jobs and the Economy" and "Education." Early in 1978, the State Goals and Policy Board surveyed more than a hundred thousand North Carolinians to determine their needs and concerns for government-related issues. These two issues dominated the returns from the survey. Their close relationship to vocational education is obvious, and planning for vocational education should reflect the public's concern for them.[7]

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[7] North Carolina Tomorrow: One State's Approach to Citizen Involvement in Planning for its Future. Report of a survey by the N. C. Goals and Policy Board. Raleigh, NC: N. C. Department of Administration, May 1978, pp. 18-21.

2. Need for improved planning and coordination in the State's employment and training system. The North Carolina Employment and Training Council's 1977 Annual Report identified more than twenty specific goals, policy issues, planning and coordination strategies, and new programs that should be adopted in our state.[8] These many items must all be considered if the State Plan for Vocational Education is to be a good operating document that details a "consistent, integrated, coordinated approach" to meeting the state's manpower and vocational education needs.

Evidence from other sources also shows that the people of North Carolina are concerned for better vocational education/manpower training. These sources include The Long Range Plan of the University of North Carolina, the results of the 1977 and 1976 Vocational Education FORUMs conducted by this Council, and various activities and reports of the General Assembly and the Legislative Research Commission. In light of these many sources of evidence, the Council believes it is time for a "new look" at what the State Plan for Vocational Education is and what it commits the State to do.

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[8]North Carolina Employment and Training Council. Annual Report - 1977. Raleigh, NC: Division of Community Employment, May 1978, pp. 1-2.

APPENDICES

APPENDIX A

PARTICIPANT QUESTIONNAIRE

What statement from the TV program do you most heartily agree with?

_____

_____

- -

What statement from the TV program do you most heartily disagree with?

_____

_____

- -

How many of the four previous Vocational Education FORUMS have you attended? ..... ☐ Number 57

- -

How many of the four previous FORUM TV broadcasts have you watched at home, when you did not attend the meeting? ..... ☐ Number 58

- -

If you would like to have us send you a summary of the information we receive from these questionnaires, write your name and address in the space at right.

_____

_____

_____

_____

THANK YOU!

INTRODUCTION ☐ 1-3

The Vocational Education FORUM that you are participating in tonight has two purposes:

1. To INFORM people about vocational education.
2. To give people an opportunity to EXPRESS VIEWS about vocational education.

The TV broadcast provided some information about vocational education. The issues that were discussed on the program came directly out of the State Plan for Vocational Education, as you saw. Thus, they are identified as being important to the State. But, you may not think they are the most important issues in your community.

This questionnaire gives you an opportunity to express your views about vocational education. You are asked to respond to the same issues that were discussed on the TV program. There is room at the end of the questionnaire for you to raise other issues that you think are important.

Please respond to all of the items in the manner indicated. When you have finished all the items, hand the questionnaire to the person who is collecting them. *NOTE: This form is coded for keypunching.*

THANK YOU!

Please supply the following information about yourself:

	Yes	No	
Are you a member of a vocational advisory committee?	☐ 1	☐ 2	4
(If you are, please indicate the level)			
Public schools ..... ☐ 1			5
Community College/Technical Institute ..... ☐ 2			
Joint committee serving both levels ..... ☐ 3			

	Yes	No	
Do you have a child who is now enrolled in the public schools?	☐	☐	6
If so, is your child taking any vocational courses?	☐ 1	☐ 2	7

	Yes	No	
Do you have a child who is a student at a community college or technical institute?	☐	☐	8
If so, is your child enrolled in a vocational curriculum?	☐	☐	9
A technical curriculum?	☐ 1	☐ 2	10

	Yes	No	
Are you an educator? (Teacher, Administrator or Counselor at either a public school or a community college/technical institute)	☐ 1	☐ 2	11

(continued inside)

THE GOALS

The State Plan for Vocational Education identifies eleven (11) broad goals for the next five years. These eleven goals, which are listed in condensed form below, were identified through an extended exchange of information between local, state, and federal officials; and then reviewed and modified by a special committee representing both secondary and post-secondary institutions before they were adopted for the State Plan.

The purpose of this questionnaire is to find out what you think about these goals, as they pertain to both the State level and the Local level, by having you rank them in order of importance. Please follow these procedures:

1. Rank the goals as they pertain to the State level by writing the number in the "Importance for State" column. Use "1" for the most important goal, "2" for the next most important, etc.
2. Then rank them again for the Local level, using the same procedure in the "Importance for Local Level" column. ("Local" means the public schools that children in your community attend, or the community college(s) or technical institute(s) that are closest to your home--the ones you know most about.)
3. Please do not use ties! Give all eleven goals a different number, from "1" to "11," for both "State" and "Local."
4. Please indicate whether your answers in the "Local" column apply to:

Community College or Technical Institute only ..... ☐ 1
Public schools only ..... ☐ 2
Both ..... ☐ 3 } 12

Goals highlighted in the 1978 State Plan for Vocational Education	Importance for STATE Level	Importance for LOCAL Level
A. Reach more youth and adults with broader consumer/homemaking and course offerings	13-14	15-16
*B. Improve vocational education for disadvantaged and handicapped students	17-18	19-20
C. Improve local planning to make program offerings correspond to the job market and to student interests	21-22	23-24
D. Make youth organizations an integral part of vocational education	25-26	27-28
*E. Eliminate sex/racial bias in vocational education	29-30	31-32
*F. Expand vocational guidance and job placement services	33-34	35-36
G. Give more attention to the special needs of women, Blacks, Indians, and people with limited ability to speak English	37-38	39-40
*H. Improve articulation between secondary and post-secondary levels	41-42	43-44
I. Conduct research and evaluation activities to uncover better ways of meeting vocational needs of youth and adults	45-46	47-48
J. Improve staff development, especially for teachers in new and modified programs	49-50	51-52
*K. Update curricular materials	53-54	55-56

*Some discussion of this item during the TV show.

5. You may know of goals that you think are more important than any of the ones listed, either for "State" or "Local." If so, list them in the spaces below:

STATE: _____

_____

LOCAL: _____

_____

(continued on back)

APPENDIX B

DISCUSSION OF COMMENTS AND SUGGESTIONS REGARDING GOALS

DISCUSSION OF COMMENTS AND SUGGESTIONS REGARDING GOALS

Very few totally new goals were identified for the State. However, more than 150 people made comments that might be used to "focus" present goals toward more precisely defined activities. Also, many people showed their recognition that important features need improving in the overall program in our public schools and community colleges.

Comment About Present Goals

There was a decided regionality associated with comments about state-level goals. In addition, some of the goals received many more comments. These trends are summarized in Table 7. Note that only five of the eleven goals received any comment at all.

TABLE 7
COMMENTS RECEIVED ABOUT GOALS THAT ARE PRESENTLY INCLUDED IN THE STATE PLAN

Goals Highlighted in the 1978 State Plan for Vocational Education	No. Comments Received								
	Total	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7	Area 8
A. Reach more youth and adults with broader consumer/homemaking & course offerings	0								
B. Improve vocational education for disadvantaged and handicapped students	5	1			1	1			2
C. Improve local planning to make program offerings correspond to the job market and to student interests	8		3	1	1	3			
D. Make youth organizations an integral part of vocational education	0								

(continued on next page)

TABLE 7
(Continued)

Goals Highlighted in the 1978 State Plan for Vocational Education	No. Comments Received								
	Total	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7	Area 8
E. Eliminate sex/racial bias in vocational education	0								
F. Expand vocational guidance and job placement services	20		2	3	2	4	2	3	4
G. Give more attention to the special needs of women, Blacks, Indians, and people with limited ability to speak English	0								
H. Improve articulation between secondary and postsecondary levels	18	1	1			5	2	2	7
I. Conduct research and evaluation activities to uncover better ways of meeting vocational needs of youth and adults	0								
J. Improve staff development, especially for teachers in new and modified programs	12	1	4			5	;		1
K. Update curricular materials	0								

Goal "F" (Expand Vocational Guidance and Job Placement) received the highest number of comments. All of the twenty comments pertaining to this goal had to do with four specific ideas:

1. Reaching younger students with meaningful programs (seven comments).
2. Better communication with parents and more involvement of parents in career decision-making.
3. More emphasis on job placement, especially for the public schools.
4. More emphasis on how to get a job, including how to give a good impression during a job interview.

Goal "H" (Improve Articulation) received the next highest number of comments, although it was ranked sixth in overall importance. All of the eighteen comments pertaining to this goal had to do with two basic issues:

1. Better ways for graduates of one-year and two-year programs at community colleges and technical institutes to transfer their credits to four-year institutions (ten comments).
2. Better program/curriculum coordination between public schools and institutions in the Community College System so that if a student enrolls in a post-secondary institution, he can "use" what he learned in public schools without having to repeat what he has already learned (eight comments). Specific suggestions included (a) allowing students to enroll in "first-level" courses in post-secondary curriculum (such as cosmetology) while still in high school, (b) advanced placement at the post-secondary level, based on demonstration of competency, and (c) elimination of required high-school subjects for those enrolled in vocational education at a post-secondary institution.[1]

Eight people commented on the goal of <u>improving local planning</u> to make program offerings correspond to the job market. No two of these remarks were the same, although three of them addressed the concept of regionalizing vocational education programs--addressing the manpower needs of a larger area than a "local" area. All of these eight comments carried the undertone that perhaps present programs are not as closely tailored to the present job market as they should be.

---

[1]The writer of this remark apparently meant that if a student earned credits at a post-secondary institution while still enrolled in high school, the post-secondary credits should be substituted in fulfillment of high-school courses.

Twelve comments were received about the 1978 State Plan goal for staff development. One respondent commented on the need for principals to learn about vocational education. Other comments urged development of a better in-service system, especially one whereby vocational teachers could take sabbatical leaves to work in industry.

Comment about Funding

At least twenty-five comments about present goals were addressed specifically to the need for increased funding for vocational education, at both secondary and post-secondary levels. While this is not a State Plan goal, many people saw funding as a need that goes beyond goals or that enables the accomplishment of goals, and they wrote about it in terms of a goal. Two of the respondents felt there was an improper balance between secondary and post-secondary levels and that the secondary level should get comparatively more funding because it has more vocational students.

Comment about Goals that Should Be in the Plan

Eight people commented that apprenticeship training should be expanded and made a more prominent feature of the State Plan. Six of these comments came from Area 3.

Five comments were received about adding more courses that are in tune with technological developments of our time. Specific among these were two that pointed out the increased importance of studying energy and energy conservation. All five of these comments were from Areas 5 and 6.

The goal not presently in the 1978 Plan that was most often suggested (thirteen times) had to do with improving the public image of vocational education. At least one such comment came from each of the eight areas. Examples include:

> "We need to educate the public as to the importance of the vocational education program in our State."
>
> "Simply get the general public educated toward what vocational education is doing for our community."
>
> "Make strong efforts to improve the status of vocational education programs and students."
>
> "The public does not know what vocational education is!"

At least twenty miscellaneous goals were suggested. None of these ideas was suggested by more than one person. Examples of these suggestions include:

> "Develop plans and vehicle for older adults to expand themselves in learning experiences."
>
> "The need to coordinate progressive ideas between states...deserves attention."
>
> "Develop skill in dealing with people in the area of behavioral management."

Other Comments

Many additional comments were received (approximately 100) that did not pertain to vocational education or that were obviously based on incorrect information. Some of these miscellaneous comments were impossible to interpret, and some were so broad and non-specific that they would apply to any other venture as well as to vocational education. However, two issues were revealed repeatedly:

More emphasis on "basics" - At least a dozen comments urged that more attention be placed on the development of fundamental learning skills, with emphasis on the word "basic":

"Basic education needs priority!"

"Accent some basic skills."

"More training and instruction on basic English, math, and writing."

Evidence of lack of understanding about the present program. Eight comments clearly showed that the commenter did not understand the present statewide program:

"I would like for the state to re-evaluate the idea of 'locking' a student in to one particular vocational program at the ninth grade level. I think this will be very detrimental to the overall program."

"A law requiring all high schools to include in their curriculum vocational education rather than industrial arts."

"Remove community colleges and technical institutes from the Department of Public Instruction and make a Department of Community Colleges and Technical Institutes."

APPENDIX C

MAP OF FORUM MEETING LOCATIONS

MAP OF FORUM MEETING LOCATIONS

APPENDIX D

DISCUSSION LEADER'S REPORT

1-3

DISCUSSION LEADER'S REPORT

1978 Television FORUM

Please return this report in the same packet with the questionnaires filled out by the people who attended your meeting. A stamped, addressed envelope is included for this purpose.

Please return by March 6.

* * * * * * * * * * * * * * * * * *

I. Please correct your name and address if the information we are using is incorrect.

Name _____

Address _____

_____

II. How many people *attended* your FORUM meeting? (Count everyone who attended, not just those who completed questionnaires.)

[ ] 4-6

(No. who attended)

III. Of those who attended, how many were:

WRITE THE NUMBER IN EACH BOX.

WRITE IN ZEROS WHERE THEY APPLY.

THE NUMBERS IN THIS SECTION SHOULD ADD UP TO THE NUMBER IN SECTION II ABOVE!

Public School Administrators, Teachers, and Counselors	[ ]	7-8
Full-time CC/TI* Administrators, Teachers, and Counselors	[ ]	9-10
Full-time CC/TI Students	[ ]	11-12
Public School Students	[ ]	13-14
All Others	[ ]	15-16

*Community College or Technical Institute

IV. *Where* was your FORUM held? (Check one)

Public School	[ ] 1	
Community College	[ ] 2	
Technical Institute	[ ] 3	Col. 17
Home	[ ] 4	
Other	[ ] 5	

V. Are you a member of a local vocational education advisory committee? Yes ☐ 1 No ☐ 2 Col. 18

If so, please indicate the level:

Public School ..... ☐ 1

Community College/Technical Institute .... ☐ 2 Col. 19

VI. Were the resource materials we supplied adequate? Yes ☐ 1 No ☐ 2 Col. 20

Comments: _____

_____

_____

VII. Your general comments about the FORUM or about being a Discussion Leader:

_____

_____

_____

_____

_____

_____

THANK YOU!

NORTH CAROLINA ADVISORY COUNCIL ON EDUCATION

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- -

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ocational educational programs that offer training in
occupations. The school systems are
this week along with sch

Vocational Education Week Being Observed

RALEIGH — This week, Feb. 12-18, has been proclaimed North Carolina Vocational Education Week by Gov. Jim Hunt.

Gov. Hunt, as well as the state's technical institute/community college system, not only emphasizes vocational education during a designated time but throughout the year.

In an effort to improve and broaden the horizons of vocational education, which is often referred to as occupational education, the Department of Community Colleges has established an Office of Program Improvement, directed by Fred W. Manley.

According to Manley, the Office of Program Improvement was established specifically to assist in improving occupational instruction in the state's technical institutes and community colleges. The office primarily deals with innovative projects and programs new to the community college system.

An advisory committee has been up by Dr. Ben E. Fountain, state sident of the Department of Community Colleges, to assist with the elopment of this office.

he occupational education arch projects are supported by ral and state funds with addi- l support from the participating ical institutes and community es.

projects are generally funded e or two years; however, som been extended for long of time.

tioned in group including the "exte dropout program" schools for potential d vocational guidance pro for disadvantaged childre "moving toward Manpo programs in vocati education," according to Ta Koonce. The reading competency testing progr were also discussed.

Attending the forum in dition to many county and principals and teachers w Jasper Lewis, superintendent city schools. Supt. Gray Hod of county schools, Mrs. Beni

Alligood of the state vocati advisory committee and Howard Chapin.

This week was declared N Carolina Vocational Educa Week by Gov. Jim Hunt, declared that "vocati education opportunities provided an avenue of

adds a lot of interest. It makes physics more palatable and useful."

The technical institute and community college occupational research programs, which are now under the Office of Program Improvement, Department of Community Colleges, were first begun at North Carolina State University. Not all of the NCSU projects dealt with programs in the community college system. In 1969, the overall program was moved administratively to the Department of Public Instruction with a section devoted to program research in the community college system. In 1977, the community college system's projects were transferred to the Department of Community Colleges for supervision.

Since 1969, 25 technical institute and community college projects have been completed and three are in progress.

The results of these projects are shared with other technical institutes and community colleges so that they can determine whether the projects are suitable for future use in their institutions.

...rsday, February 18, ... RECORD

...Lynn ...mont Comm... Bill Perkins of Ca... College (one of the ...institutions), say... Renaissance Project... too-distant future. Nor... from the mountains to... be able to 'go to colle... leaving their home. Inste... of instruction will come to... their television receivers,... won't have to worry about n... class. An inexpensive ... recorder will capture audiovis... structional courses in just a... seconds and play them back late... the learner's convenience."

A successful project for bo... students and instructors at Forsyt... Technical Institute had the im... pressive title of The Development of... Modular Instructional Materials for... Physics for One-Year Vocational... Students, but in actuality it was a... down-to-earth program.

One of the teaching devices used in this course was a pool table. A pool table in a physics class? Yes, that is actually what instructor Ralph Parsons did. He explains that what his students learn about the motion of billiard balls and the forces acting on them can be applied to all moving bodies.

Parsons says, "The pool table

Perry, school superinten... at J. R. Pe... Mayor W. A. Miles and A. M. Ward, ... vocational education.

...ocational Education ... and signing the ... president of ...na Mayor Bill

BTI Forum Will Be Held Monday

This week has b... Week by local ... proclamation ... Vance-Gr...

Educa... Forum

...visory com... rt Counc... Beaufo...

The 1978 Voc... ...ducation Forum for city ...ools was held at the system's administrative offices building on N. Race St. last Thursday night.

A 30-minute television forum was viewed by 22 persons, including the local advisory council of Statesville Senior High, public school teachers, administrators and counselors.

The forum featured an interview with Dr. Ben Fountain, president of the State Department of Community Colleges; and Dr. Craig Phillips, state superintendent of public instruction.

The interview centered on vocational education as a statewide

AT FORUM — Among those attending the BTI forum on vocational education last night were, from left, Tom Heath, mechanics instructor at BTI; Rep. Howard Chapin; BTI President James Blanton; and Bill Abeyounis, president of the Chamber of Commerce who serves on the school vocational advisory committee.

...ish ... hools. A video... ...ion on the state... ...nal education by ... billips, superin... ...ublic instruction ... Ben Fountain ... the community ... ...m, will be shown ... ...assion will be led by ... administrators, ... advisory and school ... ...mbers, and citizens ... people. William ... ...n, chairman of the ... ...t. county and city ... advisory committee, ...n of the BTI ... ...be ...

...education p... ...Warren County ... ...econdary schools ... ...Vance-Granville Commun... ...ity College are working ... together to emphasize the importance of vocational education to the area.

"Our young men and women have a variety of opportunities to learn trades and professions, either during their high school years or afterwards," said ... Ward, local director of ... education.

...that we

...Inas... Fountain, ... Department of ... Colleges, will be gue... speakers on the 30 minute special presentation.

The forum is also an opportunity for local citizens to comment on the progress and goals of the state's vocational education efforts. Local citizens can view the television program at John Graham High or at Norlina High School. Those ... view the production ... ...questions ... ...thro...

Vo-Ed Forum Held At Beaufort Tech

Beaufort County educators, school administrators, students, and citizens gathered last night at a vocational education forum coordinated at Beaufort Technical Institute by Taylor Koonce, director of vocational education programs in city and county schools, and Jim Farmer, BTI director of evening programs and cooperative education.

The purpose of the forum was to inform the public about vocational education and to give the opportunity for expression of views. A videotaped presentation on the state plan for vocational education by Dr. Craig Phillips, superintendent of public instruction, and Dr. Ben Fountain, president of the state community college system, was shown, after which the audience filled out questionnaires responding to issues raised by the program.

Goals highlighted in the 1978 state plan were explained: to reach more youth and adults with broader consumer, homemaking and course offerings; improve vocational education for disadvantaged and handicapped students; improve local planning of programs to correspond to the job market and student interests; eliminate sex and racial bias; expand vocational guidance and job placement services; give more attention to special needs of women, Blacks, Indians, and those with limited ability to speak English; and to conduct research and evaluation in the vocational